WISCONSIN DEPARTMENT OF Public Instruction

OEA Office of Educational Accountability

2020-21 REPORT CARD GUIDE

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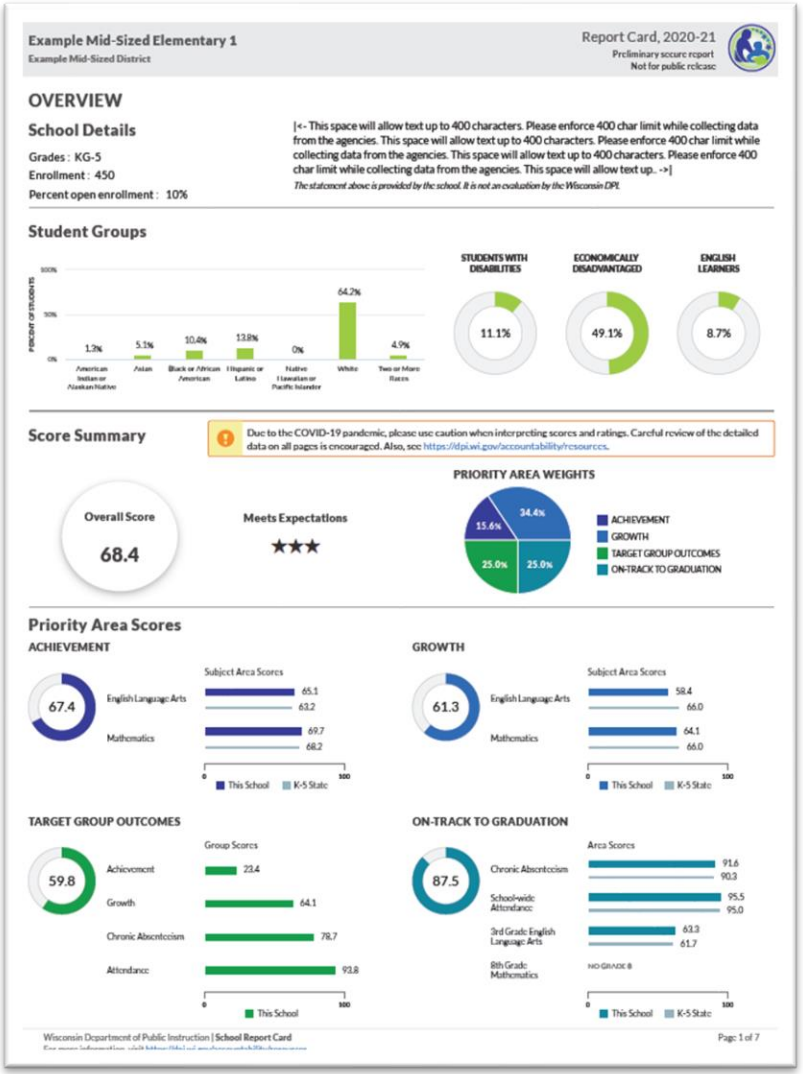


2020-21 REPORT CARD GUIDE

INTRODUCTION

BACKGROUND

State statute (Wis. Stat. 115.385) requires the Department of Public Instruction (DPI) to annually publish school and district accountability report cards.

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the Choice Programs.

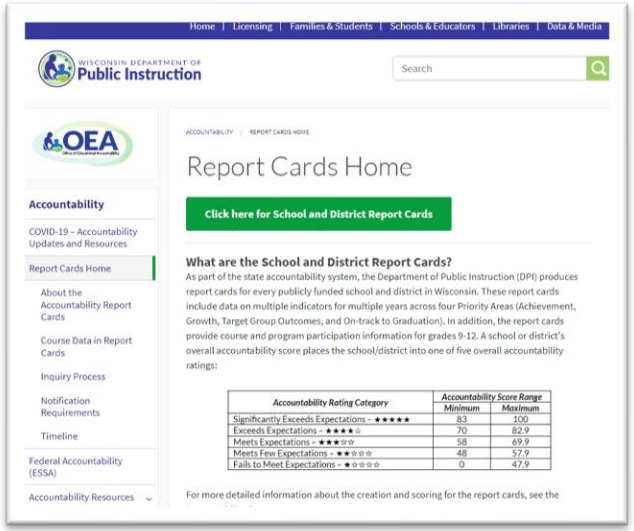
PURPOSE & AUDIENCE

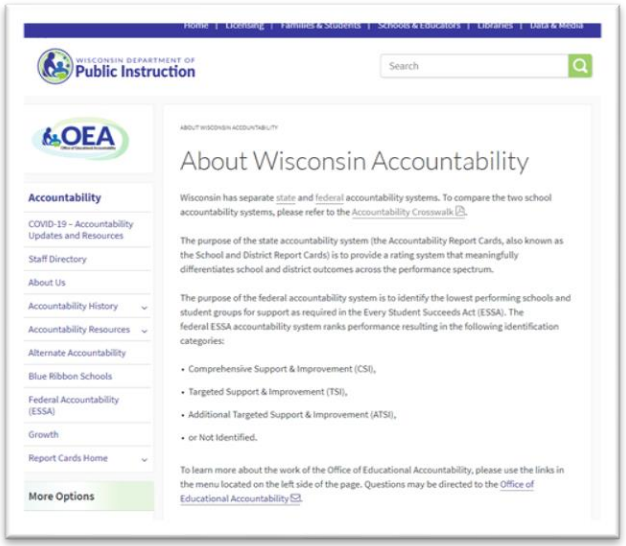
School and District Report Cards evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step.

To learn more about the state accountability system, including the differences between state and federal ESSA accountability in Wisconsin, please visit: https://dpi.wi.gov/accountability.

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

The report cards are designed to provide the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed continuous improvement processes.





2020-21 REPORT CARD GUIDE

INTRODUCTION

NOTE OF CAUTION REGARDING 2020-21 REPORT CARDS

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings on 2020-21 report cards. Careful review of the detailed data on all pages is encouraged.

OVERVIEW – REPORT CARD SYSTEM

The report cards summarize student performance and student engagement for each school and district and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating multiple student outcome measures. These measures are combined to produce the scores and ratings.

The report card includes four **priority areas**—*Achievement*, *Growth*, *Target Group Outcomes*, and *On-Track to Graduation*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.

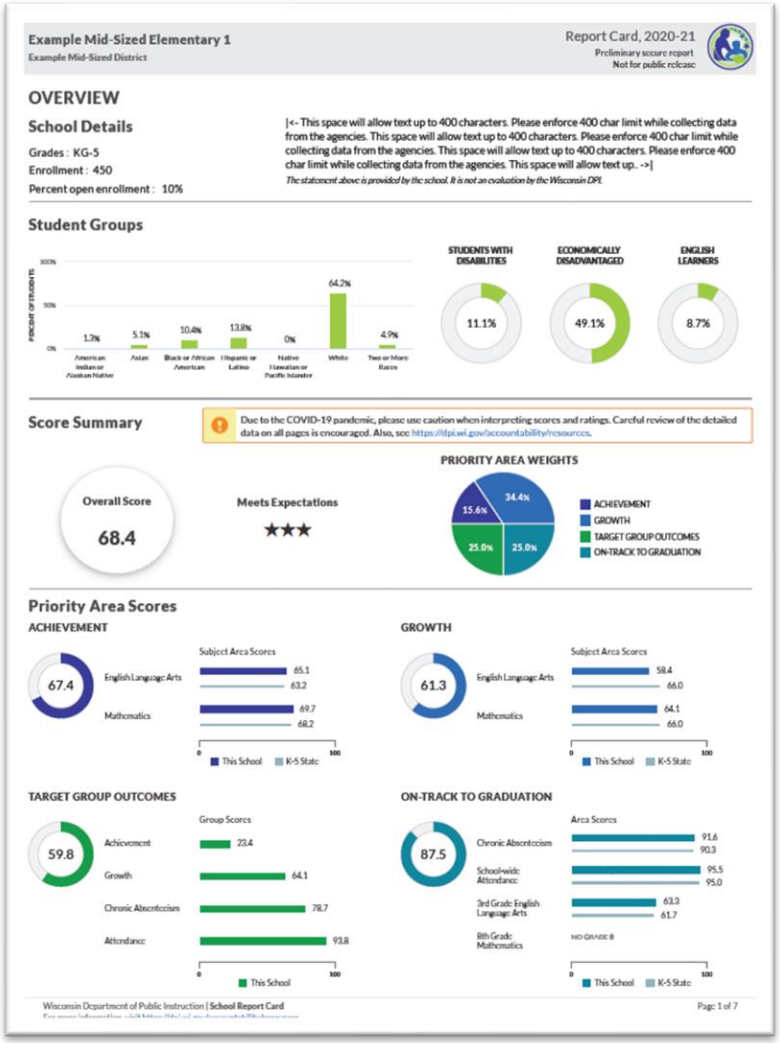
The resulting final overall score, rating, and stars are featured on the front page of the report card.

OVERVIEW – REPORT CARD DATA

The report cards contain data for each of the priority areas, shown here on the front page, as well as multiple pages of supplemental information.

Data used in the scoring include assessment results, attendance, and high school completion data. Data included as supplemental information include enrollment and test participation. In addition, for public school students in grades 9-12, course completion and career education program data are also included.

Supplemental data reporting also includes breakdowns by student group and across years. These data are presented in the report cards to highlight trends and can be used to deepen analysis of group, school, and district performance. Supplemental data are not scored; they are presented for information and to help provide meaningful context to readers.



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FRONT PAGE

FRONT PAGE

The front page of the report cards is a summary that presents key school or district information alongside overall outcomes and scores for each priority area. The figure to the right shows the layout of the front page using a fictional example school.

OVERALL SCORE 1

On the middle left, there is an overall score, associated rating, and number of stars (out of five). This score is based on a weighted average of priority area scores.

PRIORITY AREA WEIGHTING 2

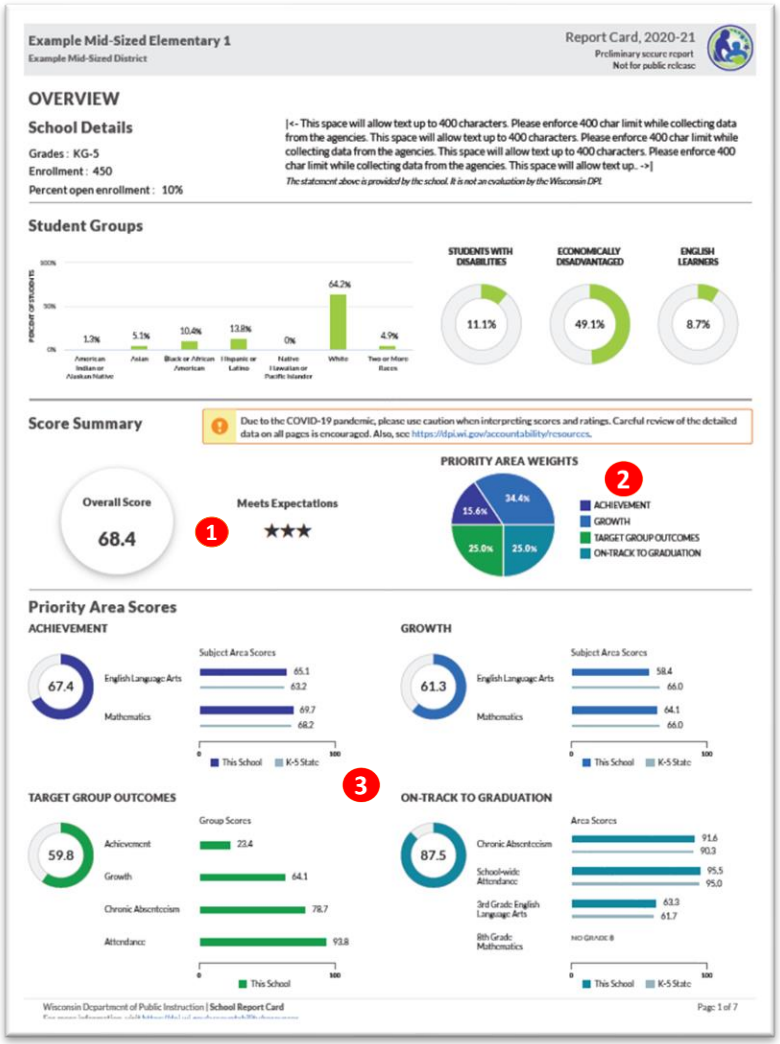
Next to the space for the overall score is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; in most cases, the weighting for Target Group Outcomes and On-Track have equal weight (25%), but these may vary if there is no Target Group Outcomes score.

- In the example here, Growth has the most weight (34.4%), Achievement has the least weight (15.6%), and the Target Group Outcomes (25%) and On-Track (25%) priority areas are equally weighted.

For more information about weighting, please see the online weighting calculator.

PRIORITY AREA SCORES 3

On the bottom of the page, scores are provided for the four priority areas, along with bar charts showing priority area component scores compared to statewide average component scores. *[Please see page 5 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale Component scores are also on a 0-100 scale.



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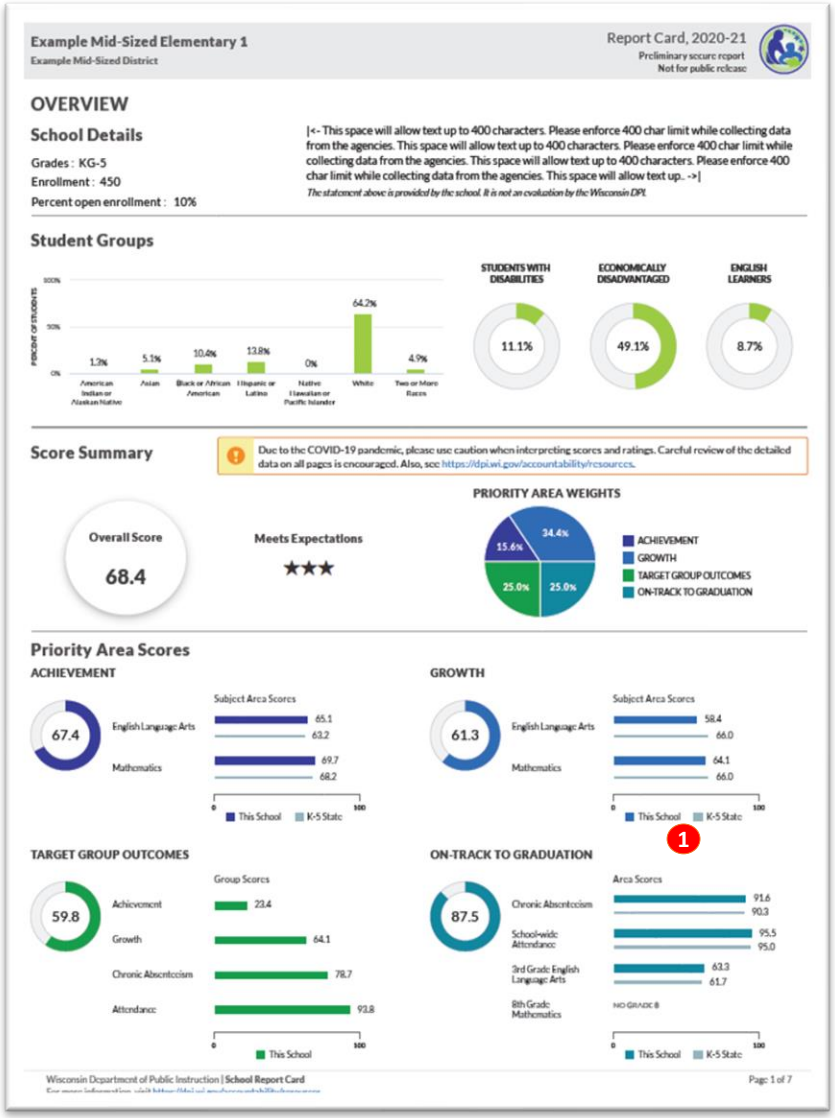
FRONT PAGE



UNDERSTANDING STATE COMPARISONS

The priority area sections on front page include gray state comparison bars. For schools, comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned to the most appropriate grade band for comparison. For districts, the comparison is a statewide group based on just one of two grade bands: K-12 or K-8.

In the example here, the school has Grades KG-5, so the K-5 grade span is displayed in the state comparison bar. 1

These state comparisons can be loosely thought of as averages for each type of school or district. These comparative data are shown only to provide context; they do not factor into scores or ratings.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students and students participating in the Choice program. The statewide comparison score that applies to a particular grade band is shown for component scores of each priority area except the Target Group Outcomes priority area.

The Target Group Outcomes priority area does not have statewide comparison data because outcomes for the target group should be compared to the analogous priority area component scores for all students at the school or district. Target Group Outcomes is designed to help schools and districts see the "gaps" between the lowest-performing students and their student population as a whole.

UNDERSTANDING REPORT CARD WEIGHTING

Like the overall score, each of the four priority areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare priority area scores. Scores from the four individual priority areas are combined using a weighted average that takes into account data availability and percentage of economically disadvantaged students in a school or district.

Priority Area Weighting: Variable Weighting
State statute (Wis. Stat. 115.385)requires the Achievement and Growth priority areas to be adjusted relative to each other based on the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, are not separately impacted by variable weighting.

REPORT CARD TOOL
The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available for a school or district to reveal the specific weights used in the report cards.

Available online:
https://oea-dpi.shinyapps.io/report_card_weighting_calculator/

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ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

The purpose of this priority area is to show how the level of knowledge and skills of students in the district or school compares to state academic standards.

Basics about the priority area

This priority area measures English language arts (ELA) and mathematics performance level profiles for all students in grades 3 through 11. This includes students taking the Forward, ACT Aspire, ACT with writing, and DLM exams in the Wisconsin Student Assessment System (WSAS). The score is based on how student outcomes distribute across the four WSAS performance levels (Below Basic, Basic, Proficient, and Advanced), and it takes three years of test data into account.

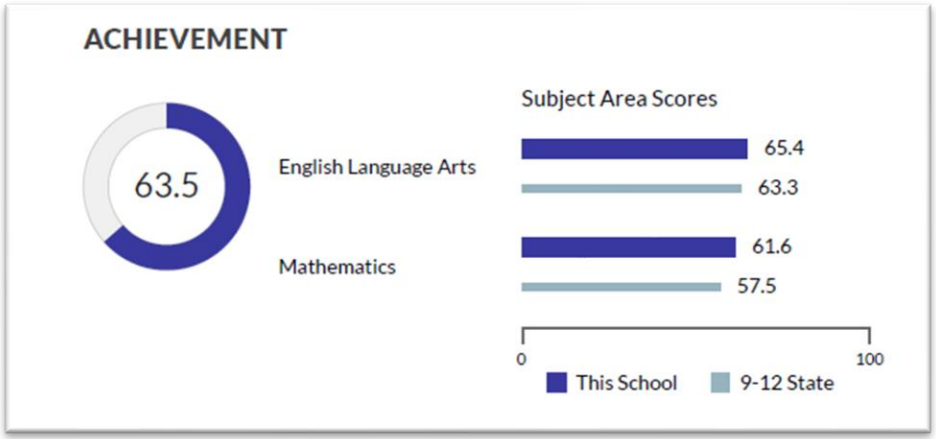
Beyond a district or school score for Achievement, the report cards show the distribution of students across the four WSAS performance levels for the most recent three years.

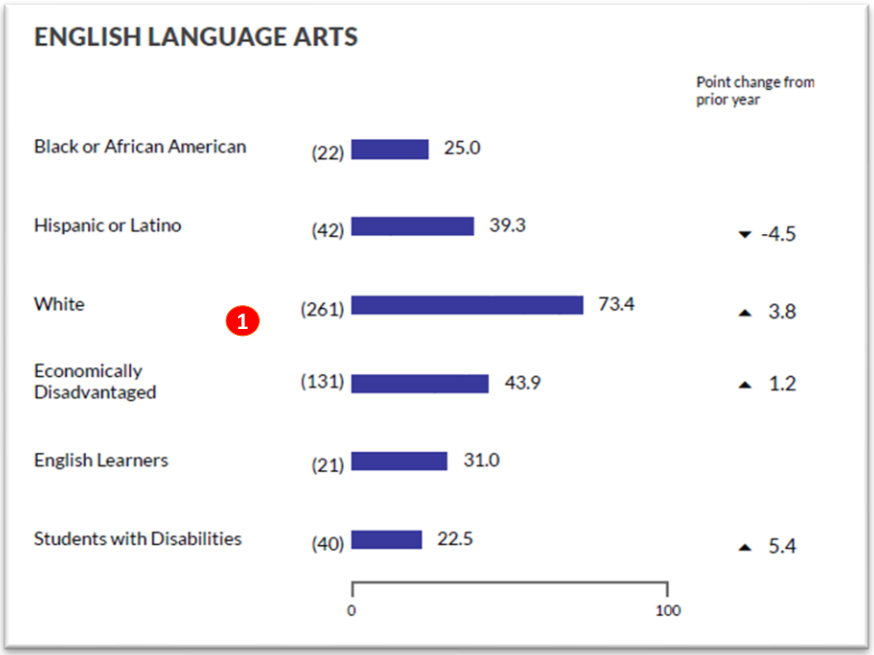
Where to find the data 1

While the front page displays the priority area score and component scores for ELA and mathematics, the data most valuable for understanding student performance are found in the supplementary data charts and tables, which display results by student group and performance level, and provide a comparison to the prior year when available. These more detailed data are displayed starting on page 2 in the school report card and page 3 in the district report card.

How to use the data

Schools and districts can use these data to uncover any short-term trends and compare against the state average. They can also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or who are excelling can be identified.





2020-21 REPORT CARD GUIDE

ACHIEVEMENT

UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

How the calculation works

Achievement calculations are based on student performance on the Forward Exam, ACT Aspire, ACT with writing, and Dynamic Learning Maps (DLM).

The Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students report card, the calculation only includes FAY students with a valid test score who were Choice program participants.

Scores for this priority area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.

Separate content area scores on a 0 to 100-point scale are calculated for ELA and mathematics achievement. These content scores are averaged to arrive at the priority area score.

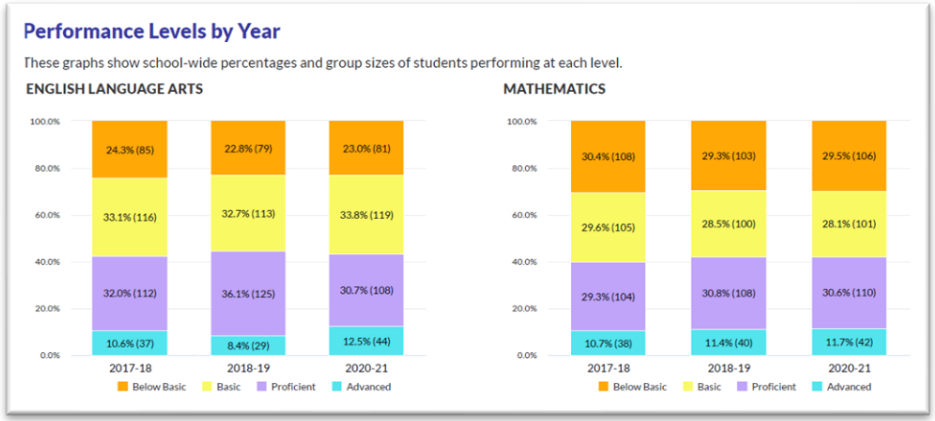
To reduce the impact of year-to-year fluctuations in test scores, up to three years of most-recent testing data are used. This improves the reliability of scores.

Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.

For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.

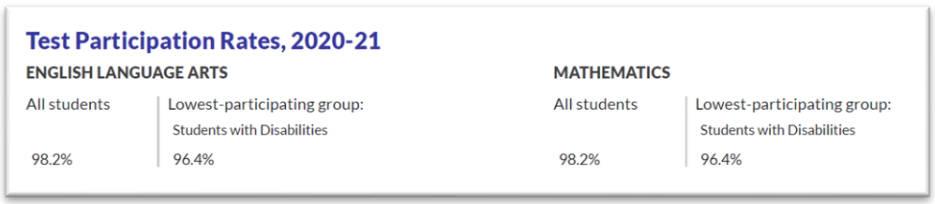
Test Participation

Test participation rates are displayed for all students and the lowest-participating student group for each school/district. These rates are included for informational purposes only (not scored).



MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	192,375	8.8%	28.8%	30.4%	32.0%	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%
All Students	355	10.7%	29.3%	29.6%	30.4%	351	11.4%	30.8%	28.5%	29.3%	359	11.7%	30.6%	28.1%	29.5%
American Indian or Alaskan Native	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	100.0%	0.0%
Asian	11	9.1%	36.4%	36.4%	18.2%	11	18.2%	27.3%	45.5%	9.1%	13	7.7%	38.5%	46.2%	7.7%
Black or African American	22	0.0%	0.0%	18.2%	81.8%	20	0.0%	0.0%	25.0%	75.0%	24	0.0%	8.3%	20.8%	70.8%
Hispanic or Latino	29	0.0%	17.2%	34.5%	48.3%	33	0.0%	12.1%	39.4%	48.5%	41	4.9%	12.2%	26.8%	56.1%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
White	280	12.9%	32.5%	30.0%	24.6%	275	13.8%	34.5%	27.3%	24.4%	266	13.9%	35.7%	27.4%	22.9%
Two or More Races	12	8.3%	33.3%	25.0%	33.3%	10	0.0%	50.0%	20.0%	30.0%	12	16.7%	16.7%	33.3%	33.3%
Economically Disadvantaged	126	4.0%	15.9%	29.4%	50.8%	128	3.9%	16.4%	29.7%	50.0%	134	3.0%	14.9%	31.3%	50.7%
English Learners	15	0.0%	26.7%	20.0%	53.3%	20	0.0%	10.0%	35.0%	55.0%	20	0.0%	15.0%	20.0%	65.0%
Students with Disabilities	36	0.0%	0.0%	11.1%	88.9%	42	0.0%	0.0%	19.0%	81.0%	42	0.0%	11.9%	21.4%	66.7%



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GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

Basics about the priority area

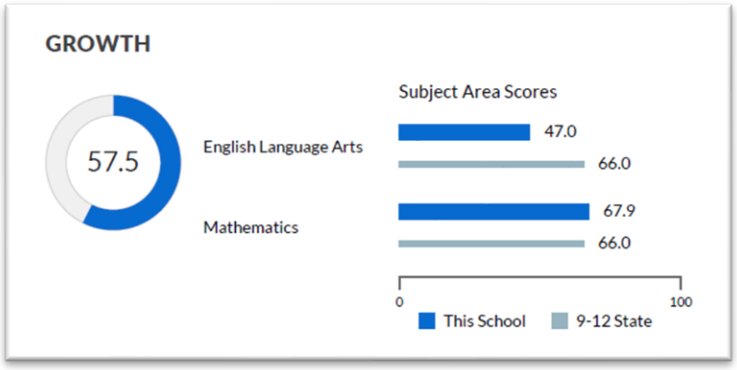
The purpose of this priority area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Achievement, which is based on the levels of performance students have attained in a given year, the Growth Priority Area measures changes in students' performance over time. In particular, this priority area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students across the state. This priority area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

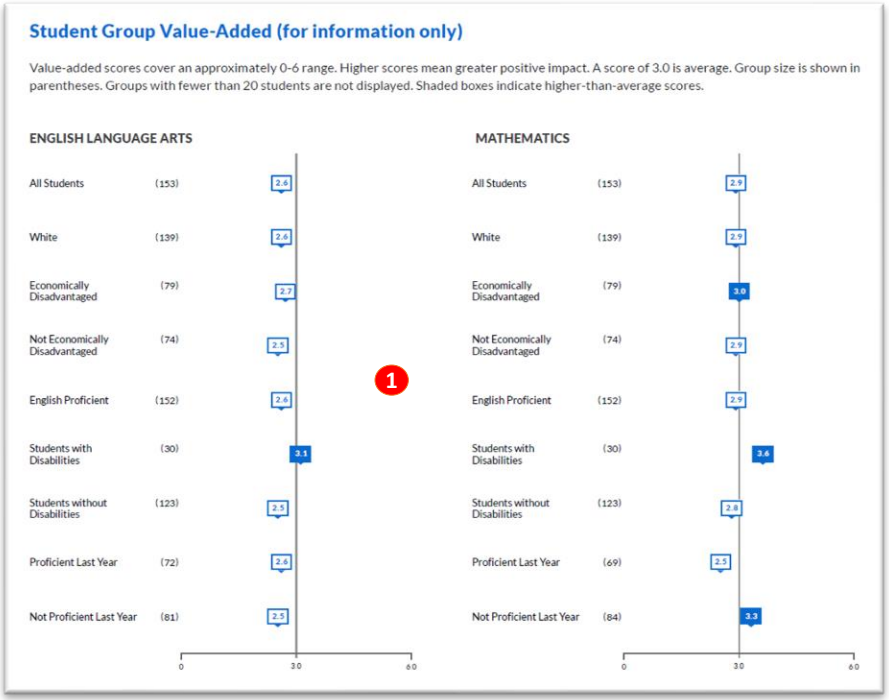
Where to find the data

While the front page displays the priority area score and ELA and mathematics component scores, the most valuable data for understanding student improvement are found in the supplementary data charts, which display growth results by student group. These student group data are displayed on page 4 of the school report card and page 5 of the district report card. 1

How to use the data

The Growth priority area is an important complement to Achievement in understanding district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance on these two measures can be quite different. Such differences may point to areas of need. The report cards provide growth data for groups of students, allowing schools and districts to see how the growth of particular groups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving rapidly. These high scores may point to a successful program or improvement process.





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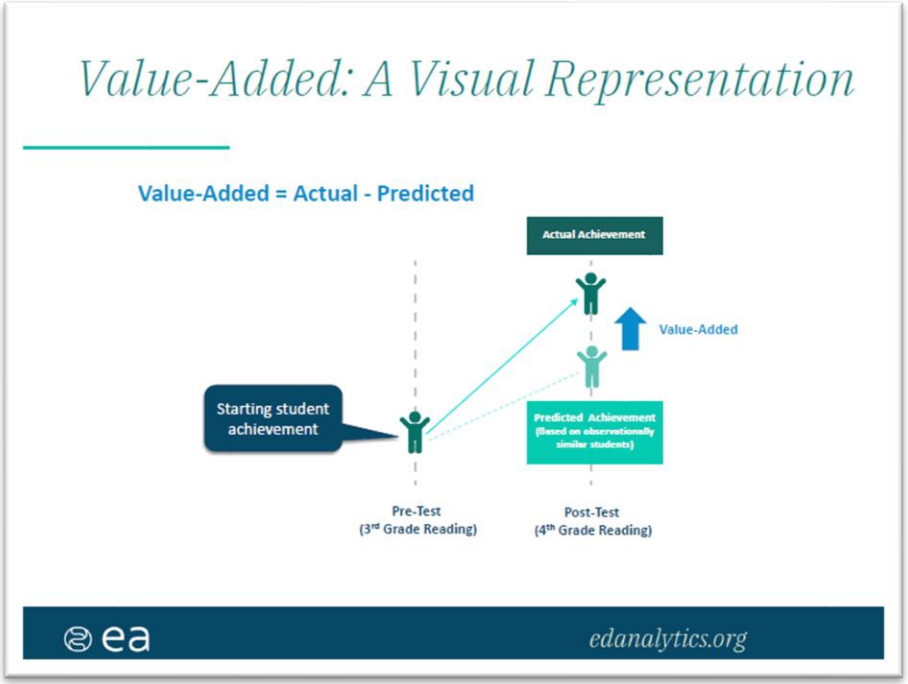
GROWTH

UNDERSTANDING THE VALUE-ADDED GROWTH MODEL

At the foundation of the Growth score is a statistical technique known as value-added, which is meant to facilitate "apples to apples" comparisons of student improvement between schools/districts, even if they serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school's control but may be related to how much growth students make. These include factors such as students' prior achievement and certain characteristics of the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or are English learners. The measure reflects growth across the entire spectrum of student performance, regardless of the students' starting points.

While the calculations behind value-added are complex, the concept is straightforward. Value-added, simply put, is the difference between the actual and predicted growth over time of students with similar prior achievement and personal characteristics. In addition to prior achievement, the value-added model used in the school and district report cards considers students' economic status, disability type, English Language proficiency level, gender, migrant status, and race/ethnicity.

For information about how the value-added model results in a Growth priority area score, please refer to the 2020-21 Technical Guide. For specific details pertaining to the value-added model, please see the Value-Added Technical Report located on the Accountability Resources page.



2020-21 REPORT CARD GUIDE

GROWTH

UNDERSTANDING THE GROWTH PRIORITY AREA

How the calculation works

The Growth priority area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire, and ACT with writing assessments. If a student's actual score is higher than their predicted score, this is called "high value-added".

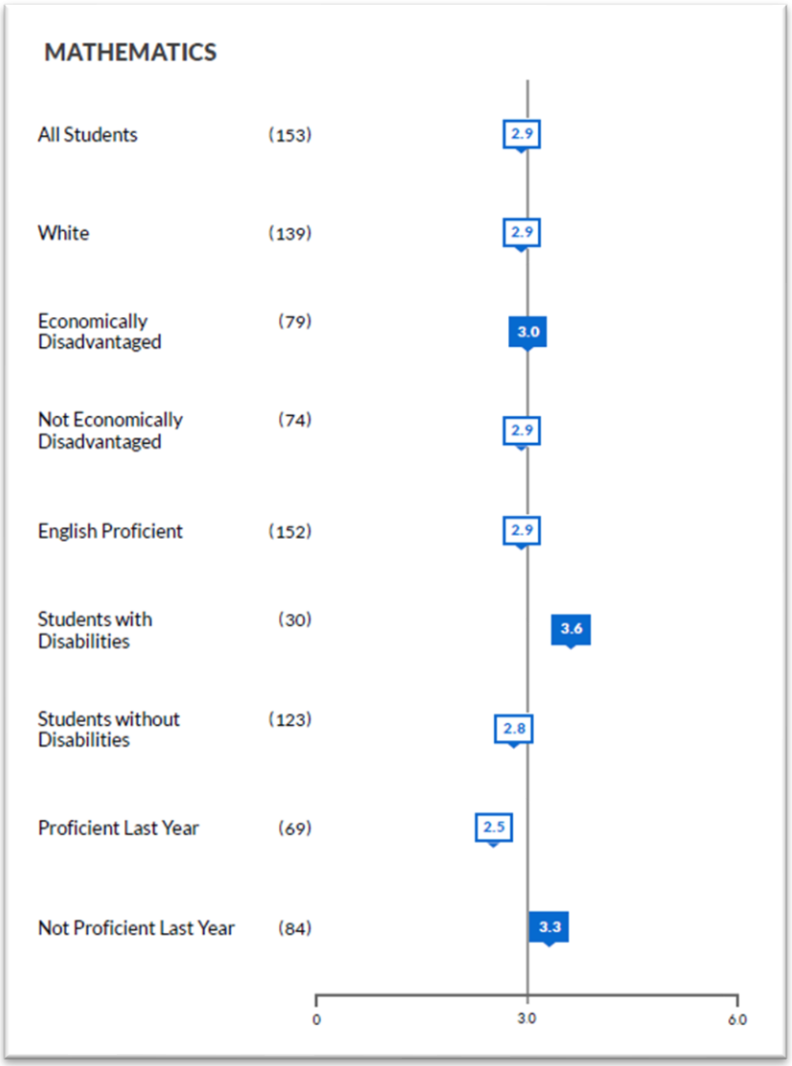
The value-added scores are reported on a 0 to 6 scale. The statewide average is always set to 3.0, representing typical growth for schools in the state. Up to three years of value-added results are used, when available, in calculating weighted average value-added scores. As in other parts of the report card, the current year data is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas.

Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.

GOOD TO KNOW

The Growth Supplemental data table displays value-added results for groups of students in each school/district. This comparison helps readers better understand a school or district's impact on learning for different groups of students. Student group data do not impact growth priority area scores.

See the Value-Added Resources for more information about how to read the supplemental table



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TARGET GROUP OUTCOMES

UNDERSTANDING THE TARGET GROUP OUTCOMES PRIORITY AREA

Target Group Outcomes is an **updated priority area** that examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaces the Closing Gaps priority area.

Basics about the priority area

Target Group Outcomes is scored using a multiple measure system. This system calculates measures familiar from other priority areas - **achievement, growth, chronic absenteeism, and attendance or graduation rates**. The same calculation methods are used, but applied only to students in the target group, creating a "mini report card" for the group.

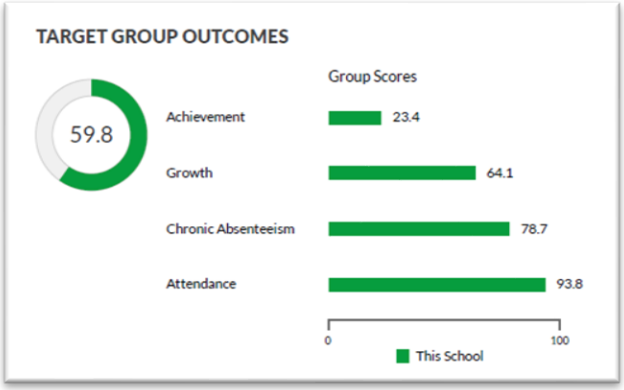
Where to find the data

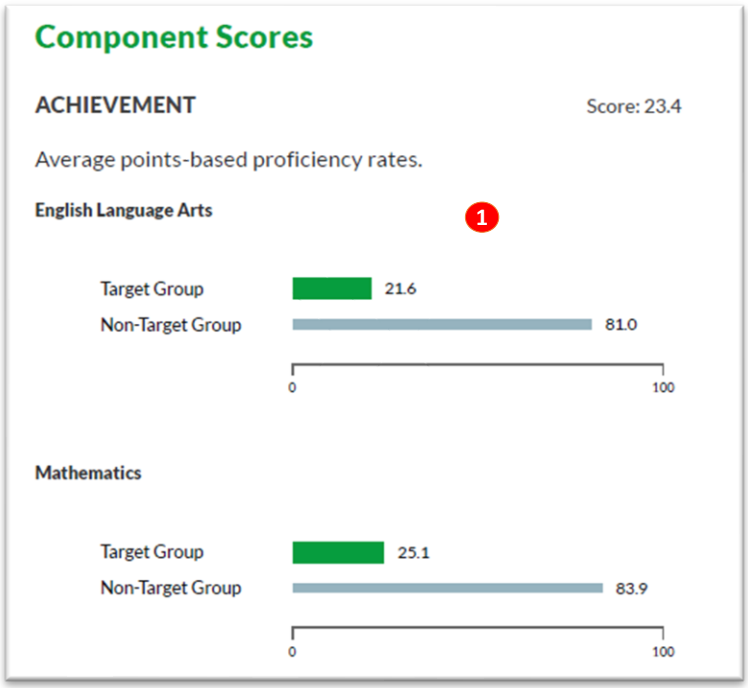
1

While the front page displays the priority area and component scores, the data most valuable for understanding performance of students in the target group are the supplementary data, which display performance by each scoring component with comparisons to students at the school who are not in the target group. This supplementary data is found on page 5 of the school report card and page 6 of the district report card.

How to use the data

Target Group Outcomes is designed to help schools see their own "gaps" between the lowest-performing students and the rest of the student body. Schools should use the data from this priority area as a tool in narrowing these gaps by implementing policies and procedures that will best serve the students most in need of support.





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TARGET GROUP OUTCOMES

Creating the Target Group

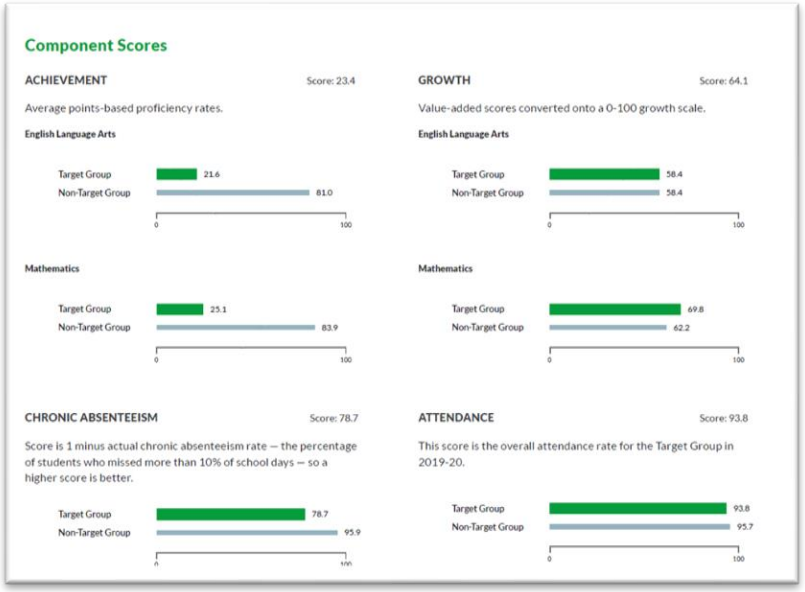
The target group is determined by prior performance rather than demographic association. It is roughly the bottom quartile of performers using the prior year's state assessment results, though additional business rules may result in a group that is more than 25% of the school or district's tested population. To determine the students who will be included in the Target Group Outcomes priority area, DPI follows the steps below

1. Look at Forward, Aspire, and ACT assessment results from the **prior year**. For example, 2021-22 assessment results will be used to determine which students to include in 2022-23 target groups. The students in 2020-21 target group were determined by performance on the *prior* assessment year of 2018-19, as assessments were cancelled in the spring of 2019-20.

2. Convert ELA and mathematics scaled scores on state assessments to standardized scores that can be compared across grades (z-scores).

3. Percentile rank z-scores to identify students in the bottom quartile (25%) for assignment to the target group. If the bottom quartile contains fewer than 20 students, keep adding students to the target group until the minimum cell size of 20 is met, up until 50% of students.

4. Some students have test results without scaled scores from the prior year. These students may still be included in the target group:
    a. Add students who scored less than proficient on the DLM. The DLM does not provide scale scores, so these students cannot be included in the percentile rankings.
    b. Add students who only completed 2 out of 3 components of the ELA content area and scored less than proficient on the ACT with writing or ACT Aspire assessments, as these students also do not have scaled scores to be included in the rankings.



ADDITIONAL RESOURCE

Please see the "Target Group Outcomes Guide" on the Accountability Resources page to learn more about this priority area.

Scoring the Target Group

Target Group Outcomes component scores are calculated using the same methodology as for the other priority areas, which are based on "all students". The only difference is that these calculations only include students in the target group:

1. DPI uses **current year** assessment, attendance, and graduation data, and applies the same calculations (e.g., points-based proficiency) to achievement, growth, chronic absenteeism, and attendance/graduation as used in "all students" measures to target group students.

2. DPI uses these calculations to determine the scores for each component of the Target Group Outcomes priority area.

2020-21 REPORT CARD GUIDE

ON-TRACK TO GRADUATION

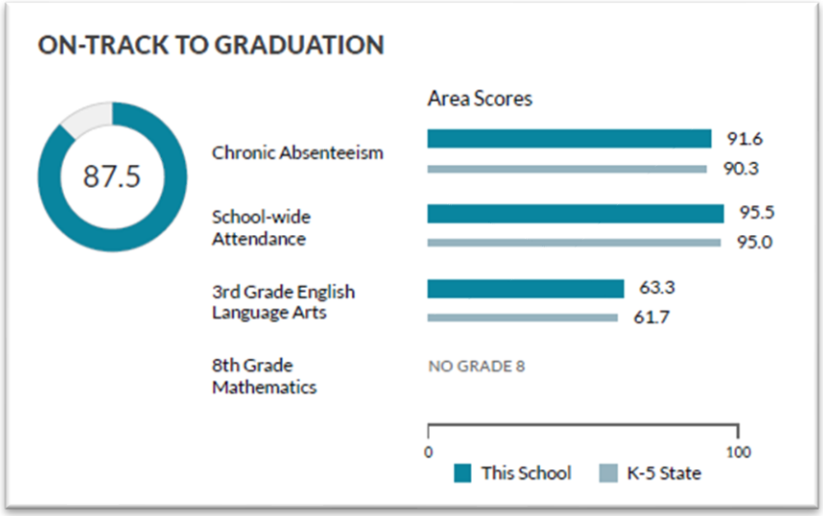
UNDERSTANDING THE ON-TRACK TO GRADUATION PRIORITY AREA

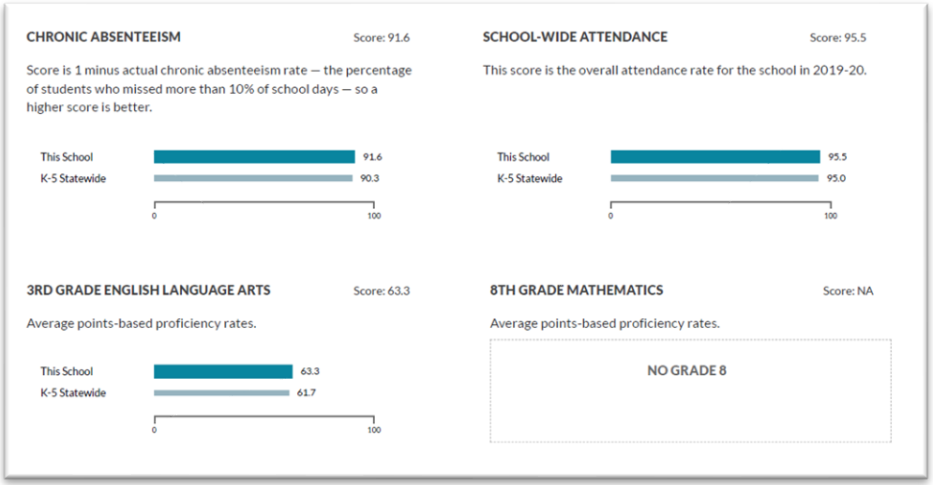
Basics about the priority area

The purpose of this priority area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This priority area has three components. The first component is **chronic absenteeism** – 1 minus the rate of students who are chronically absent. The second is either a **graduation** rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. ***Chronic absenteeism, graduation, and attendance data are lagged by one year due to the timing of when the data become available for use***. The final component is third grade ELA achievement, eighth grade mathematics achievement, or a combination of the two, depending on grade configuration and data availability. The scores for these components are included in a weighted average used to produce the On-Track to Graduation score. Scores for schools without a third or eighth grade will be based solely on chronic absenteeism and attendance or graduation.

How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used. Attendance and chronic absenteeism are highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results represent key educational transition points. These data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in varied high school courses.





2020-21 REPORT CARD GUIDE

ON-TRACK TO GRADUATION

UNDERSTANDING ON-TRACK TO GRADUATION

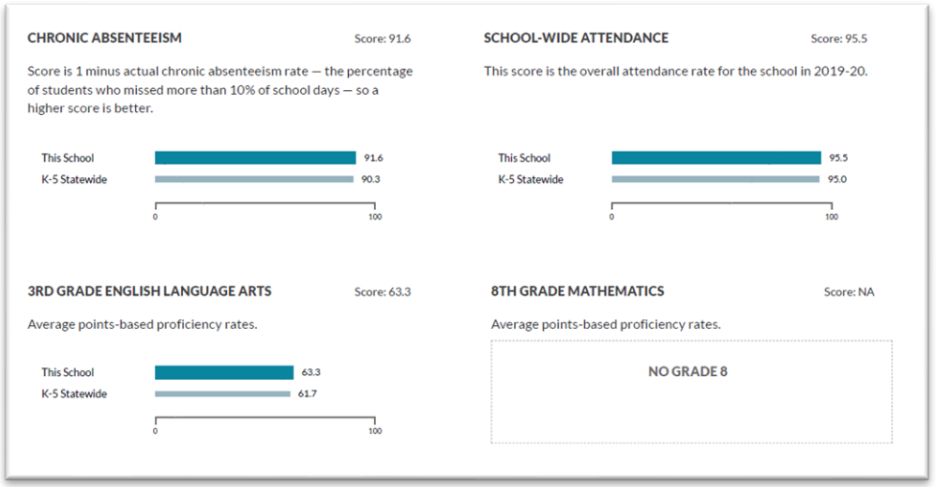
How the calculation works

Chronic absenteeism: Students that are enrolled for at least 90 days during the school year are included in this calculation. Enrollment need not be continuous to meet the 90-day threshold. A student is considered chronically absent if they missed more than 10% of possible attendance days. The chronic absenteeism *rate* is the number of students who are chronically absent divided by the total number of students who have been enrolled at least 90 days. The chronic absenteeism *score* on the report card is 1 minus the chronic absenteeism rate and is a multi-year average.

Graduation or attendance: For schools and districts that graduate students, a graduation rate component is used. Otherwise, an attendance rate component is used. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. The graduation component is the weighted average of the four-year and seven-year cohort graduation rates. The attendance component is the days of student attendance divided by the total possible days of attendance. Both graduation and attendance components are based on a single year of data.

Other On-Track Measures. A school and district may have third grade ELA achievement, eighth grade mathematics achievement, or both. Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.

The On-Track Priority Area accounts for 25% of the overall score if third grade ELA or eighth grade mathematics (or both) are present. Otherwise, this priority area is worth 20% of the overall score.



Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,355	10.1%
All Students	440	7.3%	445	9.9%	446	7.8%
American Indian or Alaskan Native	4	50.0%	6	16.7%	6	33.3%
Asian	22	4.5%	18	11.1%	18	11.1%
Black or African American	37	16.2%	47	23.4%	53	22.6%
Hispanic or Latino	63	14.3%	57	19.3%	59	11.9%
White	292	3.8%	293	5.8%	288	3.1%
Two or More Races	22	13.6%	24	8.3%	22	13.6%
Economically Disadvantaged	212	13.2%	204	17.6%	203	14.3%
English Learners	47	12.8%	44	9.1%	50	4.0%
Students with Disabilities	59	11.9%	60	11.7%	54	11.1%

Supplemental Data 1

Some of the most valuable data in the report card are the results by scored component and student group in the supplementary data tables (starting on page 6 of the school report card and page 7 of the district report card).

2020-21 REPORT CARD GUIDE

COURSE AND PROGRAM DATA

COURSE AND PROGRAM DATA IN REPORT CARDS

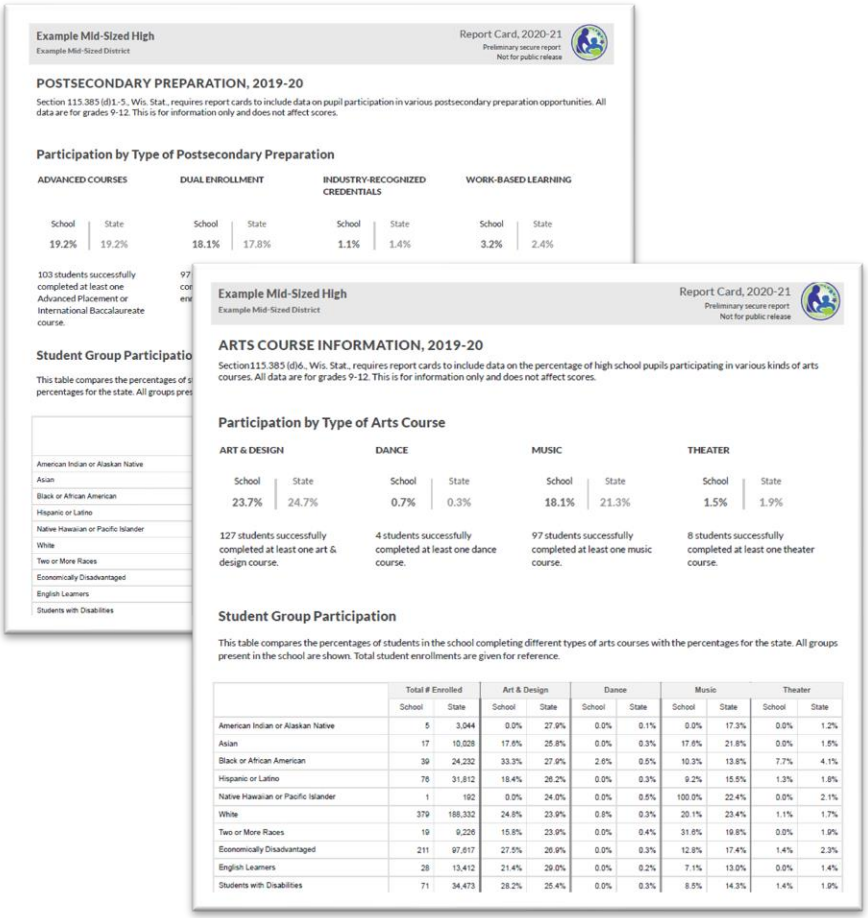
State statute (Wis. Stat. 115.385) requires DPI to report on certain course and program types for students in grades 9-12 in school and district report cards. Data for courses and programs are included in report cards using the following categories:

Postsecondary Preparation
- Advanced Courses
- Dual Enrollment
- Industry-Recognized Credentials
- Work-Based Learning

Arts Data
The percentage of students participating in arts courses, defined as
- Art & Design
- Dance
- Music
- Theater

The data are reported for informational purposes only (not scored), and like graduation and attendance data, course and program data will lag by one year on report cards. For example, 2020-21 report cards include 2019-20 course data.

At this time, course data are reported to DPI by public schools and districts only. Private schools in a Choice Program do not send course data to DPI. The pages with course data will not appear on the report card for choice schools. They will also not appear on report cards for any public schools or districts without grades 9-12.



ADDITIONAL RESOURCE

Please see the "Course and Program Data Guide" on the Accountability Resources page to learn more about this area of the report card.

2020-21 REPORT CARD GUIDE

DISTRICT REPORT CARDS

UNDERSTANDING THE DISTRICT REPORT CARDS

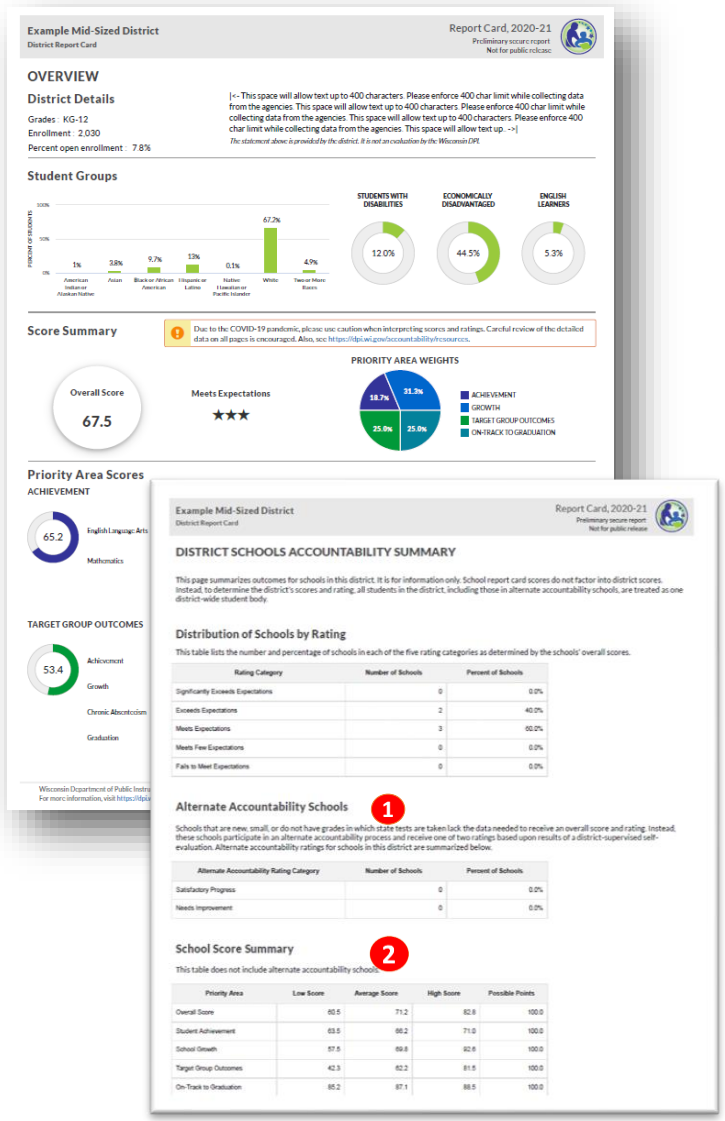
District report cards will look like the school report cards, with a few exceptions. Most district report card calculations treat the district as "one big school" responsible for all students within the district, rather than averaging school-level scores.

One exception is the district Target Group Outcomes score in which the district target group is composed of students from target groups at schools in the district. In other words, it is not the bottom 25% of performers on statewide assessments in the district.

In addition the district value-added growth score is a weighted average of school value-added growth scores; weighting is according to school enrollment.

The district report card includes a summary of school performance data on page 2. This summary shows how schools in the district are performing as a group in terms of ratings, overall scores, and priority area scores. This is supplemental informational; it is not used in district-level score calculations.

1. The first two tables display the number of schools that fall within typical overall ratings and alternate accountability ratings for that district.
2. The final table displays the low, average, and high for the overall score and for each of the four priority areas among schools within the district.



2020-21 REPORT CARD GUIDE

PRIVATE SCHOOLS

UNDERSTANDING CHOICE SCHOOL REPORT CARDS

DPI produces two types of Choice school report cards, as required by law.

- Private School – Choice Students Report Card *(required)*
- Private School – All Students Report Card *(optional)*

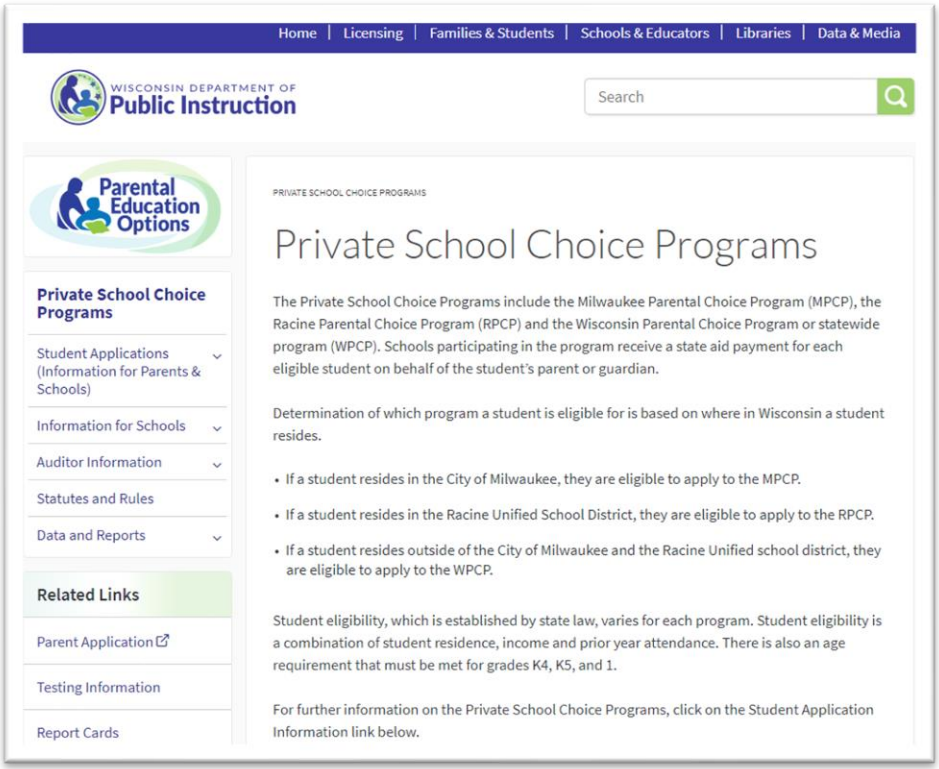
Both types of private school report card types are included in the release of the report cards.

Private School – Choice Students - All Choice schools receive this report card, which only includes students who are attending under one of the Private School Choice programs.

Private School – All Students - Based on the performance of all students in the private school (those attending under a Choice program as well as private-paying students).

In order to receive a scored version of the optional All Students report card, the private school must have opted in to receive this report card for at least two consecutive years. These opt-in schools report data to DPI on all of their students, not just the Choice program participants.

Both types of private school report cards report the same data based on the same calculations as public schools. Differences between private school report cards and the public school report cards are noted where appropriate throughout this guide.



2020-21 REPORT CARD GUIDE

REPORT CARD DATA

UNDERSTANDING THE DATA USED

The Report card Data At-a-Glance document is a key resource to guide you through the data used in the report cards.

WISCONSIN DEPARTMENT OF Public Instruction

OEA

DATA AT-A-GLANCE 2020-21 SCHOOL AND DISTRICT REPORT CARDS

OVERVIEW

This guide is meant to build understanding of the data sources used in the 2020-21 Wisconsin state school and district report cards. Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings on 2020-21 report cards.

OPTIONAL NARRATIVE STATEMENT

This optional narrative statement on the front page is provided to DPI by schools and districts via an online form.

PRIORITY AREAS

Achievement: Includes FAY tested students only.

	Proficiency Levels	Demographics
2020-21	Forward, ACT Aspire, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2018-19		
2017-18		

Note: *statewide assessments were not administered in 2019-20.*

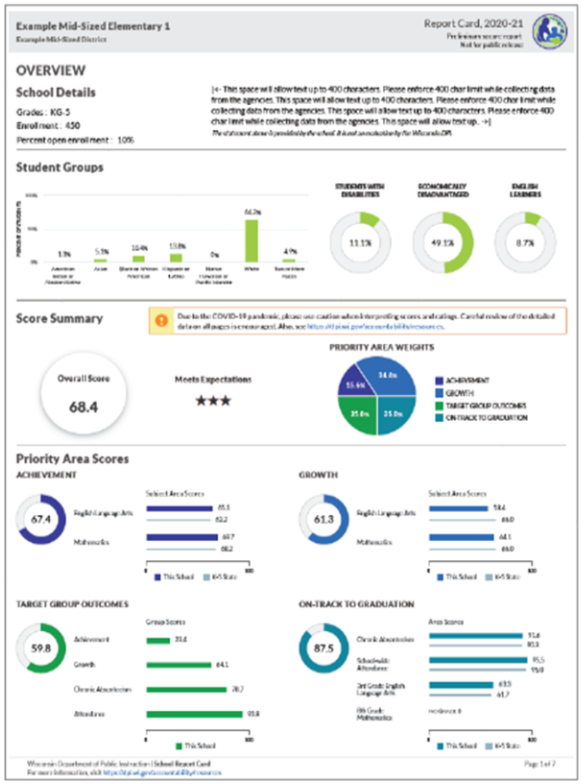
Growth: Scale scores from 20-21, 18-19, 17-18, and 16-17 Forward Exam, ACT Aspire, and ACT with writing (no DLM); demographic control variables from WISEdata Spring Demographic Snapshots. Includes FAY tested students only.

Target Group Outcomes: Data sources for each priority area or calculation - Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance – apply in the same way within Target Group Outcomes calculations.

On-Track to Graduation:
Graduation, Attendance, and Chronic Absenteeism data from WISEdata Year-End Snapshots. Years of data used indicated below. Note that these data are lagged by one year compared to assessment data in report cards.

	Graduation	Attendance	Chronic Absenteeism
2019-20	One year	One year	Up to three years
2018-19			
2017-18			

Third Grade ELA and Eighth Grade mathematics: see Student Achievement table above.



SCHOOL INFORMATION

Grades: School Directory app
Enrollment, Student Groups: 2020-21 WISEdata TFS Enrollment Snapshot
Percent Open Enrollment (via OPAL as of TFS)
Percent Choice Enrollment: 2020-21 WISEdata TFS Enrollment Snapshot and 2020-21 PI-1207 Private School Report
Within District Mobility, Between District Mobility: 2020-21 WISEdata TFS Enrollment Snapshot and end-of-year enrollment as reported via WISEdata.

ECONOMICALLY DISADVANTAGED (ECD)

Data are from the 2020-21 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights are available in the online weighting calculator.

STUDENTS WITH DISABILTIES

Data on the front page are from the 2020-21 WISEdata TFS Enrollment Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) with effective dates at any point between 12/1/20 and 6/30/21.

COURSE DATA

Report cards for public schools and districts with grades 9-12 contain arts and postsecondary preparation course participation data on subsequent pages (not on the front page). Data is from the 2019-20 WISEdata Year-End Snapshot.

Office of Educational Accountability, September 2021

2020-21 REPORT CARD GUIDE

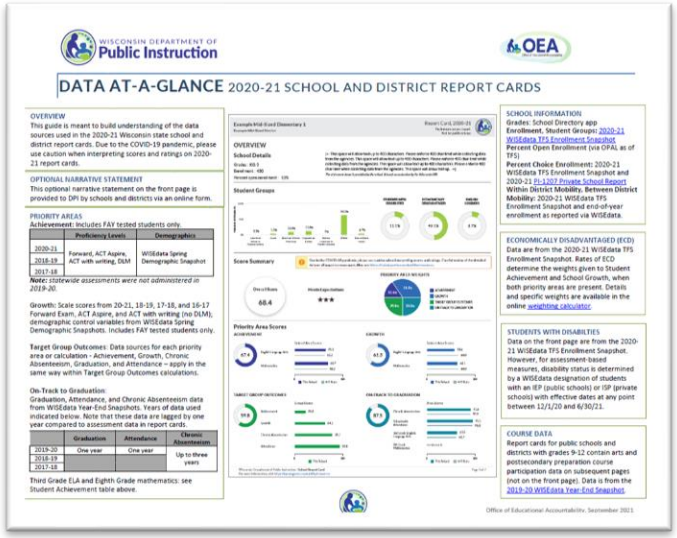
REPORT CARD DATA

UNDERSTANDING THE DATA USED

Data Sources: The data used in the report cards come from a variety of sources and across multiple years. Most data are reported through WISEdata and captured (or snapshotted) at a point in time. Correctly reporting data at the time of these WISEdata snapshots is key to having report cards that appropriately reflect the performance of the school or district. The report card Data At-a-Glance document is meant to help school and district administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards.

Full Academic Year (FAY) students: priority area scores and components based on assessment results are calculated using full academic year (FAY) students in tested grades. Students need not be FAY, however, to be included in attendance, chronic absenteeism, or graduation calculations. Students must have attended for at least 90 non-consecutive days to be included in chronic absenteeism components.

Student Groups: report cards include a number of tables and charts displaying data disaggregated by student group. This enables educators to focus efforts on groups of students whose performance is lagging, providing the support they need to achieve at higher levels. Disaggregated reporting is for the following student groups: students with disabilities, English learners, economically disadvantaged students, and student groups defined by race/ethnicity. Student group data provide supplemental information, but do not factor directly into report card scoring.



Defining FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. FAY determination depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment form TFS to the last day of the testing window.

If a student transfers after the date, but they took the test before the end of the testing window, s/he would be FAY at the school where they tested.

2020-21 REPORT CARD GUIDE

NAVIGATION

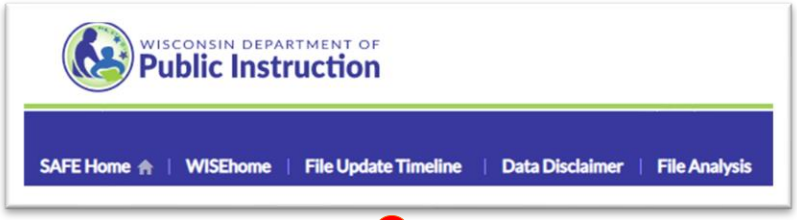
FINDING SECURE REPORT CARDS 1

Secure report cards for schools and districts are available in SAFE, the Secure Access File Exchange. The secure report cards in SAFE are meant for schools and districts only. Data in the reports have not been redacted and therefore may not be shared with local media, parents, or other members of the public. To obtain access to SAFE, please visit the WISEhome information page.

FINDING PUBLIC REPORT CARDS 2

Once released, the public version of the ***report cards*** can be accessed online by anyone. Navigate to the Report Cards Home where you'll find a quick explanation of the report cards; links to resources explaining the report cards; and contact information for accountability team members who can assist with further questions.

Clicking through the green button on the Report Cards Home page takes you to the state's report card application. The app page shown at right is a database containing all the school and district report cards published over time. The app page also contains a data download file for each year school and district report cards were produced, summarizing scores and contextual information for all schools and districts that received a report card that year. 3



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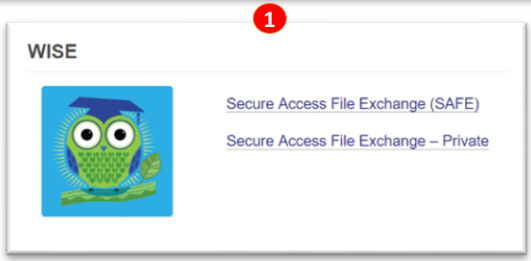

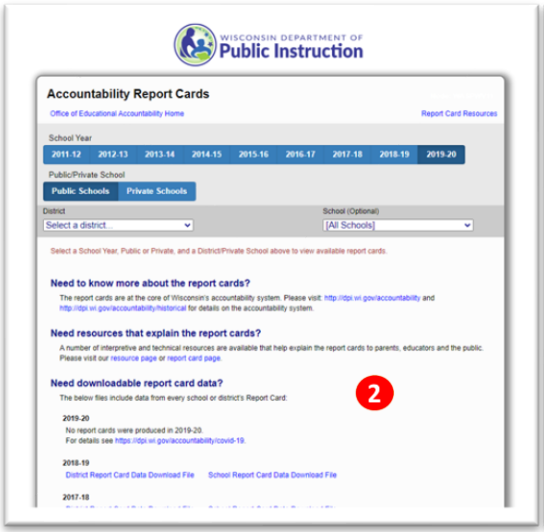

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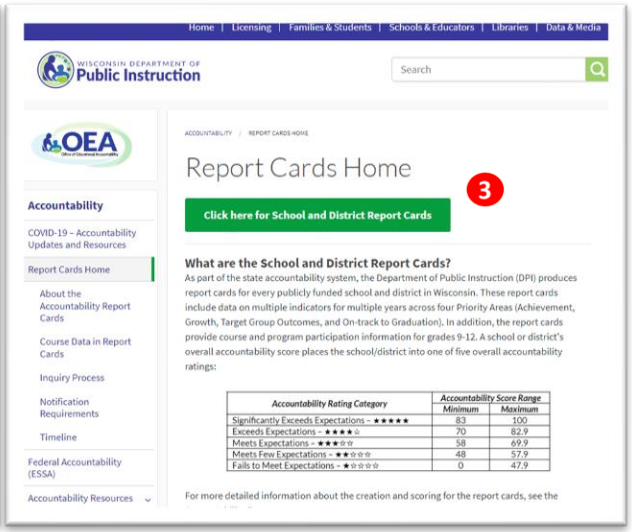

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